DOCUMENT RESUME

ED 233 851 RC 014 281

AUTHOR Renker, Ann M.
TITLE The Makah Language Program Curricular Code.
INSTITUTION Makah Cultural and Research Center, Neah Bay, WA.
PUB DATE May 82
NOTE 12p.; For related documents, see RC 014 280-283.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS American Indian Education; *American Indian Languages; American Indians; *Cataloging; *Curriculum; Curriculum Development; Elementary Secondary Education; *Information Retrieval; Information Storage; *Instructional Materials; *Units of Study
IDENTIFIERS Makah (Language)

ABSTRACT

The Makah Language Program Curricular Code (MLPCC) facilitates the systematic storage of Makah curricular information, provides a method of cataloging Makah language materials, is available to all Makah Language Program staff members, and is readily adaptable to any information processing system. The MLPCC consists of a series of symbols describing each lesson taught during an academic year in terms of the lesson's chronological place in the curriculum, function, skills, instructional medium, academic level, and grade level. Users record the code for each lesson on 3- by 5-inch cards which then become a ready catalog of all existing Makah language curriculum materials. The MLPCC also provides a means of assessing the success of various lesson strategies and therefore a means of improving future Makah curriculum design. The booklet contains the key to code symbols, examples of a completed catalog card, and the definitions of the terms used in the coding. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED233851

AUG 1983
RECEIVED
ERIC/CRESS

THE MAKAH LANGUAGE PROGRAM CURRICULAR CODE

by

Ann M. Renker A.B.D.
(Makah Language Program Consultant)

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Maria J Renker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Makah Language Program
Title IV-B Indian Education
May 1982

RC014281

THE MAKAH LANGUAGE PROGRAM CURRICULAR CODE

This document discusses the design of, the implementation of and the uses of the Makah Language Program Curricular Code (MLPCC). In order to fully understand the coding system explained in the subsequent paragraphs, reference must be made to the Master Code document; this contains the symbol key to the MLPCC as well as the definitions of the terms used in the coding process and in this report.

I. The design of the MLPCC

The MLPCC was designed with the following purposes in mind:

1) To facilitate the systematic storage of curricular information coordinating individual lessons with all of the lessons delivered in any given academic year,
2) To produce a method of cataloging all instructional materials that deal with the Makah language,
3) To institute a coding system that would be available to all Makah Language Program staff with the aid of a symbol key, and
4) To devise a coding system that is readily adaptable to an information processing system, regardless of the design of the system.

The resulting system consists of a series of symbols that are to be recorded on 3x5 index cards (to be referred to as catalog cards from this point) in order to indicate: 1) the chronological place of a given lesson within an annual academic framework and 2) the function of each lesson, the skills addressed during the lesson, and the medium of instruction used to accomplish the task. In addition, the general academic level and specific grade at which the lessons are targeted are noted

on the catalog cards. There is one catalog card for each lesson or supplement, with all of the lesson components recorded on that catalog card. All of the cards detailing a specific lesson plan for a target grade during an academic year produce a complete curricular packet of less than ½ inch of cards.

The system has been designed to be flexible enough to incorporate any changes that might occur in future years. These changes would be assismilated into the system by the addition of categories in the coding groups. Consequently, the integrity of previously coded materials will be preserved without the need to disturb the original system.

II. The coding process

The 1981-1982 Makah language curricular materials were encoded by the MLP's resident consultant and the Makah language instructor (LI) who presently operates in the classroom context. The composition of this team insured both a measure of systemic objectivity, due to the training of the consultant, and community sinsitivity, through the input of the LI. This cooperation resulted in a coding system specifically tailored to the needs of the Makah Language Program.

The procedure for coding the curricular materials advanced through the stages outlined below:

1) A preliminary system was devised by the consultant,

2) The consultant and the LI reviewed the language lessons for the 81-82 academic year in relation to the proposed system. Modifications were made based on the input of the LI. The nature of the modifications were related to the addition, deletion, or compression of coding categories.

3) The LI and the consultant jointly coded the curricular materials.

4) The resulting coded entries were transfered to catalog cards by the consultant, to be stored in a curricular file.

III. Uses of the MLPCC

The MLPCC can be used in a number of ways. Primarily, the MLPCC is a ready catalog of all existing Makah language curricular material. If an instructor wished to compile a more inclusive list of all lessons in which resource persons told stories, or what stories were told to a class during a given year, the instructor would go th the file and pull all the catalog aards with Ø1 in the last two digits of the lesson component sequence. The original teacher overview sheets could then be consulted, and more detailed cataloging accomplished without losing time or wasting effort.

The system also provides a means to identify patterns of success or failure of lessons by identifying the impact of particular mediums of instruction on particular skills. It would be possible for an instructor to use the coding system to ascertain that the dØ5 combination (vocabulary through drill) was a successful one, while dØ8 (vocabulary through lecture) was not a success. This information can then be applied to currirula design for future years.

Curricula design will also benefit by using the coding system to identify overall patterns in lesson function. It might be noticed that a SD-SR-ST pattern (skill development, reinforcement, testing pattern) is the most favorable for maximum learning; this pattern could be implemented in tandem with the skill-medium information described above.

To summarize, the most pertinent uses of the MLPCC at the present time are:

1) Catalog of existing materials to facilitate further, more

inclusive listings, of Makah language material

2) A means to assess success or failure of particular lesson strategies by making patterns within the lessons highly visible.

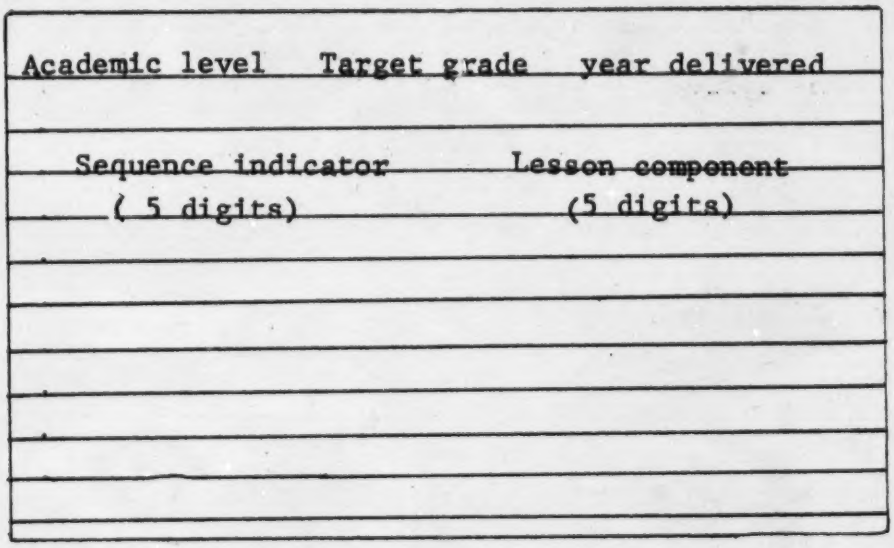
3) A means to provide significant input for the design of future Makah language lessons by isolating the most successful teaching strategies.

4) Introduction of coding systems to the MLP to familiarize staff members with systems of this type.

MASTER CODE FOR THE MAKAH LANGUAGE PROGRAM CURRICULAR MATERIALS

KEY TO SYMBOLS

The symbols that follow are listed under the headings for the categories that appear on the curriculum cards. The location of these headings are relayed on the example card below:



Academic level- Primary, grades 1-3
Intermediate, grades 4-6
Junior High, grades 7-8
High School, grades 9-12
Adult, post high-school

Target grade- Specifies grade by number

Year delivered- Indicates the school year in which the lessons were delivered

Sequence indicator- Indicates chronological sequence of lessons within academic quarters. This is a five-digit grouping that is broken down as follows:

Space 1 and 2 - designates Quarter number
Space 3 - 5 - designates Lesson number

Lesson component- Indicates purpose of lesson. This is a five-digit grouping that is broken down as follows:

Space 1-2; designates function of lesson
Space 3: designates target skill
Space 4-5: designates medium of instruction

The symbols that are used within respective headings are as follows:

Sequence indicator(Coded in Blue)

Space 1-2	Q1	Quarter 1
	Q2	Quarter 2
	Q3	Quarter 3
	Q4	Quarter 4
Space 3	L	Lesson
	S	Supplement
Space 4-5	Ø1	
	Ø2	
	Ø3	Lesson number
	Ø4	
	etc.	

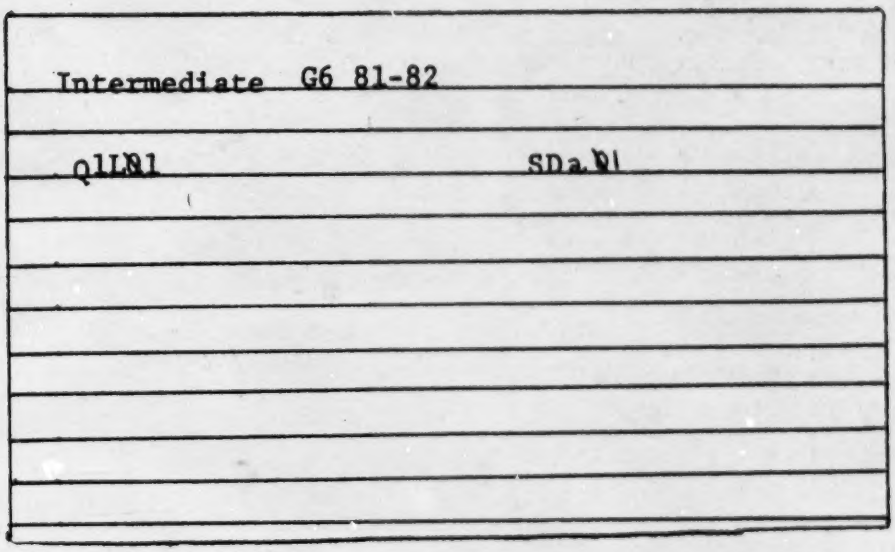
EXAMPLE OF COMPLETE SEQUENCE INDICATOR Q1LØ2 = Quarter 1, Lesson 2.

Lesson component (This is color-coded according to the three numerical groupings:
Function = Black
Target skill = Red
Medium of instruction = Blue)

Space 1-2	SD	Skill development
	SR	Skill Reinforcement
	ST	Skill Testing
	NA	Not Applicable
Space 3	a	pronunciation
	b.	writing
	c	understanding/listening
	d	vocabulary
	e	Makah culture
	f	reading
	g	morphemic combination
Space 4-5	Ø1	Stories
	Ø2	Games
	Ø3	Written exercises
	Ø4	Reading
	Ø5	Drill
	Ø6	Drama
	Ø7	Song/Dance
	Ø8	Lecture
	Ø9	Teacher sketch
	10	Visual aids
	11	Script.

EXAMPLE OF COMPLETE LESSON COMPONENT SDaØ5= Skill development of speaking skills through drill

An example of a complete catalog card is given below:



ADDITIONAL SYMBOLS USED IN SEQUENCE INDICATOR

* - This symbol indicates that a lesson, a supplement or a lesson component has been developed, but was not delivered during the year indicated. If the entire lesson or supplement was not delivered, the * follows the sequence indicator. If only a single component of a lesson was not delivered, the * precedes the function digits of the lesson component.

Øu - This symbol, when placed in spaces 4,5 of the sequence indicator, relays the information that the exact position of the lesson or supplement in the chronology of curricular material is unknown.

ADDITIONAL DEFINITIONS OF SYMBOLS USED IN SEQUENCE INDICATOR

L - Refers to a lesson
S - Refers to a supplement which was developed to enhance a previous lesson, but is not considered an autonomous lesson by the teacher.

DEFINITION OF TERMS USED IN CODING CURRICULAR MATERIALS

The following definitions were employed by the coders when cataloging the Makah language instructional materials. It is these definitions that determined the placement of all lesson components within the coding framework, thereby removing any possible ambiguity, The deginitions are listed by the digit groupings listed on the catalog cards.

Funtion terms (Coded in black upper case letters)

Skill Development (SD) - introduction of a new concept

Skill Reinforcement (SR) - review of a previously introduced concept

Skill Testing (ST) - measurement of student skill(s)

Not Applicable (NA) - refers to material not pertinant to Makah language

Target skill terms (Coded in red lower case letter)

Pronunciation (a) - refers to skills that concern only oral language. A lesson that emhasized the difference between glottalized and non-glottalized sound, or any phonetic phenomenon, would be coded as a

Writing (b) - refers to writing of the Makah language through the use of the Makah alphabet

Understanding/Listening (c) - refers to the ability of students to recognize and respond appropriately to spoken Makah

Vocabulary (d) - refers to word skills, essentially the introduction of new words to the students' repertoire. Phrases are also subsumed in this category, as long as the student is required to learn the entire phrase by memory, not the morphemics necessary to create the phrase. Since any word skills require a degree of pronunciation and understanding on the part of the students, a and c are assumed to be a part of d; therefore, these two categories do not visually appear in lessons coded d

Makah Culture (e) - refers to aspects of traditional or contemporary Makah life that are taught in addition to the Makah language. A lesson concerning the names/locations of the five traditonal Makah villages or discussing the ways to recognize different types of salmon would be examples of components coded e

Reading (f) - refers to ability of students to sight-read the Makah language

Morphemic Combination (g) - refers to the ability of students to combine elements of the Makah language (morphemes) to produce words, phrases or sentences. This category differs from d in that the operative word for this category is produce Makah constructions, while d is more concerned with the recitation of constructions that have already been produced

Medium of instruction terms

Story (Ø1) - the recitation of a tale by the language instructor or the resource person to the students

Game (Ø2) - process where students have been grouped into teams or where a win-lose situation exists

Written Exercise (Ø3) - medium where students are required to write the Makah language

Reading (Ø4) - medium where the students are required to read the Makah language

Drill (Ø5) - a command/response or question/answer sequence initiated by the teacher and completed by a student or group of students

Drama (Ø6) - a presentation of students either alone or in concert with the teacher, that requires a dramatic component. Puppetry, role-plays, radio dramas are examples of mediums coded Ø6

Song/Dance (Ø7) - use of songs or dances to teach language or culture. The emphasis in this category is on Makah/Indian songs and dances

Lecture (Ø8) - an oral presentation of material by the resource person or the instructor. Assumes use of 10

Tacher Sketch (Ø9) - dramatic presentation in which only the teachers participate. It is the participants that distinguishes Ø9 from Ø6

Visial Aids (10) - use of any visual medium, such as flash cards, xeroxed sheets, or props

Script (11) - designates the use of one class play. This category is differentiated from Ø6 in that it involves the entire class, it requires a few weeks of preparation and results in a production that can be viewed by an audience. Assumes use of 10 by way of xeroxed materials